



**Government of Egypt
Ministry of Health and Population (MOHP)**



In Collaboration with

TAHSEEN/Catalyst



Integrated Physicians' Service Providers Training Curriculum

**Family Planning/Reproductive Health/Maternal
and Child Health Services**

Trainer's Guide

November 2004

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Training Course: Integrated MCH/FP Training Course for PHC Physicians

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Rationale

Physicians' training fundamentally ensures and sustains the availability of technically competent providers capable to provide quality FP/RH/MCH services. Sustaining the provision of high quality Basic Benefit Package (BBP) of essential health care services is the ultimate goal of the Egyptian government since it is basic human rights.

The following constraints intervene in availability of technically competent providers:

- The discrepancies among the knowledge, skills, and attitudes of graduated physicians that depends basically on the medical school they graduated from
- The turnover of physicians as a result of joining military services, moving to urban areas, and joining postgraduate studies.
- The changes in the working environment and the institutionalization of new health provision approaches such as Health Sector Reform (HSR) and Family Medicine approach.
- The new update of medical technologies

Another important issue that demand the development of an Integrated Curriculum for Service Providers at the MOHP Primary Health care facilities is that there are many vertical programs and projects, related to different sectors offers training opportunities for Service Providers. Unfortunately, these programs and projects designs its own training programs to satisfy a very limited needs (project centered) without looking to the Basic Benefit Package of essential services.

This situation necessitates the development of core physician's, nurses, RR, and Lab. Technician training curricula that satisfy the needs of MOHP different sectors to guide all vertical programs and projects in their training activities.

Introduction

This training course was designed in compliance with the *Integrated National Standards of FP/RH/MCH Services* to ensure the provision of standardized, evidence based, and safe services to target communities. The training process will be practical and clinical rather than a didactic one and it will utilize mainly hands on training approach through **Competency-Based Training (CBT)** that means learning by doing. It focuses on the specific knowledge, attitudes and skills needed to carry out a clinical procedure or activity safely, efficiently, and on a standardized fashion. CBT emphasize the three domains of training namely **psychomotor, cognitive, and affective domains**, with special attention to the psychomotor (skill) domain i.e., a combination of knowledge, attitudes and, most important, skills are emphasized rather than just what information the participant has acquired. Moreover, CBT requires that the clinical trainer facilitate, monitor, coach, and encourage learning rather than serve in the more traditional role of instructor or lecturer. Competency in the new skill or activity is assessed objectively by evaluating overall performance and comparing it with specially designed measurable instruments that reflect the ideal, correct, safe, and scientifically sound performance. This instruments

For CBT to occur, the clinical skill or activity to be taught first must be broken down into its essential steps. Each step is then analyzed to determine the most efficient and safe way to perform and learn it. This process is called **standardization**. Once a procedure has been standardized, competency based skill development and assessment instruments can be designed. These instruments make learning the necessary steps or tasks easier and evaluating the participant's performance more objective.

An essential component of CBT is **coaching** which uses positive feedback, active listening, questioning and problem-solving skills to encourage a positive learning climate. To use coaching, the trainer explains and demonstrates the procedure and then observes the learner as he performs the procedure. The trainer/coach provides guidance, monitors progress in learning and helps the learner overcome problems.

The use of more humane (**humanistic**) training techniques also contributes to better clinical training. A major component of humanistic training is the use of anatomic models, which closely simulate the human body, and other learning aids such as videos. The effective use of models facilitates learning, shortens training time and minimizes risks to clients. For example, by using anatomic models initially, participants more easily reach the performance levels of skill competency and beginning skill proficiency before they begin working in the clinic setting with clients.

Course Description

Goal of training:

Strengthen the role of physicians in ensuring accessibility and affordability of high quality and up-to-date Maternal and Child Health (MCH), Family Planning (FP), and Reproductive Health (RH) Services

Objectives of training:

By the end of this training course, physicians will be able to:

1. Discuss the demographic profile of Egypt
2. Explain the anatomy and physiology of reproduction
3. Ensure clean and free-of-infection milieu for client's/provider's safety
4. Facilitate client flow within Service Delivery Points (SDPs)
5. Explain general counseling principles
6. Provide specific counseling for different FP methods as a mean to Optimal Birth Spacing Interval (OBSI)
7. Provide FP services that based on WHO Medical Eligibility Criteria
8. Provide Emergency Contraception when needed
9. Manage the medical problems related to the use of FP methods
10. Provide Counseling to RH clients
11. Provide Counseling and health services to adolescents
12. Promote the Premarital Package
13. Detect the cases of cancer breast and cervix early
14. Counsel target audience about the menopause and HRT
15. Manage infertile couples
16. Manage Reproductive Tract Infections including Sexually Transmitted Diseases
17. Recognize and Understand the Importance of Ethics in the Medical Fields.
18. Explain antenatal Care program and early Detection of High-Risk Pregnancy.
19. Diagnose, first aid management and referral of Heart Disease in Pregnancy.
20. Diagnose, first aid management and referral of Diabetes in Pregnancy.
21. Diagnose, first aid management and referral of Anemia in Pregnancy.
22. Prevent, Diagnose, first aid management and referral of Pre-eclampsia /Eclampsia.
23. Diagnose, first aid management and referral of bleeding Before 20 weeks and Post-Abortive Care (PAC)
24. Diagnose, first aid management and referral of preterm labor
25. Diagnose, first aid management and referral of premature rupture of membranes.
26. Diagnose, first aid management and referral of bleeding after 20 weeks (Ante-partum Hemorrhage).
27. Diagnose, first aid management and referral of Normal labor.
28. Diagnose, first aid management and referral of Post-partum Hemorrhage and rupture uterus.

29. Prevent, Diagnose, first aid management and referral of Septic Shock in Obstetrics.
30. Prevent, Diagnose, first aid management and referral of Puerperal Sepsis

Training Topics:

- * Egypt demography
- * Anatomy and physiology of reproduction
- * Infection Control
- * Client flow
- * Counseling
- * General Counseling
- * Specific Counseling for FP methods
- * WHO Medical Eligibility Criteria
- * Emergency Contraception
- * Medical problems related to the use of FP methods
- * Counseling to RH clients
- * Adolescents Counseling and health services
- * Premarital Package
- * Early detection of Cancer Breast and Cervix
- * Menopause and HRT
- * Infertility
- * Reproductive Tract Infections
- * Medical Ethics.
- * Antenatal Care
- * High-Risk Pregnancy.
- * Heart Disease in Pregnancy.
- * Diabetes in Pregnancy.
- * Anemia in pregnancy.
- * Pre-eclampsia /Eclampsia.
- * Bleeding Before 20 weeks and Post-Abortive Care (PAC).
- * Preterm labor and Premature Rupture of Membranes
- * Bleeding after 20 weeks (Ante-partum Hemorrhage).
- * Recognize and manage Labor
- * Postpartum Hemorrhage.
- * Postpartum care
- * Septic Shock.
- * Puerperal Sepsis
- * Safe Home delivery.
- * Referral system.

Language of instruction:

English/Arabic

Course Duration:

18 days/ 6 hours each day = 108 hours

Training Methods:

This training course will utilize a variety of training methods based on the contents of training topics, it will include:

- * Lecturer
- * Brainstorming
- * Case studies
- * Role-play
- * Working groups
- * Demonstration and re-demonstration

The use of training models such as pelvic model, IUD insertion/removal model, and arm model will be used whenever there are no clients

Evaluation:

- | | |
|------------------------------|------|
| * Pre/Post Test | 40 % |
| * Clinical Skills Assessment | 30 % |
| * Active Participation | 20 % |
| * Attendance | 10 % |

Training Schedule

Day	09:00 – 11:00	11:00 – 01:00	01:00 – 01:30	01:30 – 03:30
1	Introduction and orientation Pre-Test	Egypt demography/ Maternal mortality	<i>Coffee Break</i>	Anatomy and physiology
2	Infection Prevention	Infection Prevention	<i>Coffee Break</i>	Infection Prevention (Clinic based training)
3	General Integrated Counseling	General Integrated Counseling	<i>Coffee Break</i>	General Integrated Counseling
4	WHO Medical Eligibility Criteria for Starting FP Methods Optimal Birth Spacing Interval (OBSI)	Contraceptive Technology	<i>Coffee Break</i>	Contraceptive Technology
5	Contraceptive Technology	Contraceptive Technology	<i>Coffee Break</i>	General Integrated Counseling (role play)
6	Clinical Practice	Clinical Practice	<i>Coffee Break</i>	Clinical Practice
7	Clinical Practice	Clinical Practice	<i>Coffee Break</i>	Clinical Practice
8	Reproductive Health Service and Reproductive Rights Adolescent Health Promotion	RTIs and STDs	<i>Coffee Break</i>	Female Genital Cutting Menopause and HRT Management of infertility
9	Clinical Practice	Clinical Practice	<i>Coffee Break</i>	Early Detection of breast and cervical cancer Post abortion care and contraception
10	Medical Ethics	Ante-Natal Care	<i>Coffee Break</i>	High Risk Pregnancy
11	Ante-Natal Care Rh. Heart with pregnancy	Ante-Natal Care Diabetes with pregnancy	<i>Coffee Break</i>	Ante-Natal Care Anemia with pregnancy

Training Course: Integrated MCH/FP Training Course for PHC Physicians

Day	09:00 – 11:00	11:00 – 01:00	11:00 – 01:30	01:30 – 03:30
12	Ante-Natal Care Pre-eclampsia/ eclampsia	Bleeding Before 20 weeks	<i>Coffee Break</i>	Bleeding After 20 weeks (Antepartum Hemorrhage)
13	Clinical Practices For Antenatal Care	Clinical Practices For Antenatal Care	<i>Coffee Break</i>	Clinical Practices For Antenatal Care
14	Preterm Labor Premature Rupture of Membranes	Recognize & Manage Labor	<i>Coffee Break</i>	Recognize & Manage Labor
15	Post-Partum Hemorrhage & Rupture uterus	Post Abortion care & Post-Partum care	<i>Coffee Break</i>	Puerperal sepsis / Septic Shock
16	Care of New born .	Neonatal screening for Hypothyroidism Breast Feeding	<i>Coffee Break</i>	Child Health Services Preschool Child Care.
17	Clinical Practices For Child Examination and Care (new natal screening, immunization, and pre-school childcare)		<i>Coffee Break</i>	Clinical Practices For Child Examination and Care (new natal screening, immunization, and pre-school childcare)
18	Clean and Safe Home Birth	Referral System	<i>Coffee Break</i>	Post-test Evaluation and Closing Ceremony & Certificates

SESSION PLANS

Day one

Session One

Opening Session

Purpose of the session:

The purpose of this session is to welcome trainees, trainers, and the members of the host organization as well as to introduce the trainees to the training course and the trainers assigned to conduct the training course.

Learning Objectives:

By the end of this session, trainees will be able to:

1. To officially welcome all participants, and guests and to introduce the participants, guests, and trainers
2. To describe the purpose, goals, and objectives and agenda for this training
3. To administer the pretest

Time: 2 Hours

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
To officially welcome all participants, and guests and to introduce the participants, guests, and trainers	45 minutes	<ul style="list-style-type: none"> * Welcome talks from delegated person from MOHP either the central or governorate level and a talk from TAHSEEN delegated person * Ask participants and trainers to introduce themselves 	* Lecture		
To describe the purpose, goals, and objectives and agenda for this training	45 minutes	<ul style="list-style-type: none"> * Course Discretion * Training agenda 	* Presentation and discussion	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart and markers 	Discuss the purpose and goals of training course
To administer the pre test	30 minutes	* Pretest	* Examination	* Pretest forms	* Answered Pretest

Day one

Session Two

Egypt's Demography – Maternal Mortality Rate

Purpose of the session:

The purpose of this session is to raise the level of knowledge of physicians about the Egypt's demographic profile and it's impact on health, education and social situation as well as makes them familiar with the demography terminology

Learning Objectives:

By the end of this session, trainees will be able to:

1. Define indicators used to measure population growth
2. Present the MMR
3. Explain Population Problem's Dimensions
4. Discuss the National Population Policy

Time: 2 Hours

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Define indicators used to measure population growth	10 minutes	<ul style="list-style-type: none"> * Crude Birth Rate (CBR) * Crude Death Rate (CDR) * Natural Increase Rate (NIR) * Growth Rate (GR) * Doubling Time (DT) * General Fertility Rate (GFR) * Total Fertility Rate (TFR) * Population Density (PopD) * 	* Lecture discussion	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart and markers 	Define MMR, IMR, TFR, and Rate of natural increase
Present the MMR	45 minutes	<ul style="list-style-type: none"> * Maternal Mortality Rate (MMR) 	* Lecture discussion	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart and markers 	
Explain Population Problem's Dimensions	45 minutes	<ol style="list-style-type: none"> 1. The Increase in Population Growth Rate 2. Population Characteristics 3. Population Distribution 	* Lecture discussion	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart and markers 	<ul style="list-style-type: none"> * List the increase population growth indicators * List Health characteristic Indicators * Discuss social, economic and educational characteristic

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Discuss the National Population Policy	20 minutes	The National Population Policy, and Strategies	* Lecture discussion	* Transparencies * Overhead projector * Flipchart and markers	Define MMR, IMR, TFR, and Rate of natural increase

Day one

Session Three

Anatomy and Physiology

Purpose of the session:

The purpose of this session is to update physician's anatomy and physiology knowledge in order to prepare them to study the mode of action of contraceptive methods, Female Genital Cutting (GFC), management of infertility, early detection of cancer breast and cervix, Reproductive Tract Infections ...etc

Learning Objectives:

By the end of this session, trainees will be able to:

1. Explain the anatomy of the internal and external female genital organs and their functions
2. Explain the anatomy of the internal and external male genital organs and their functions
3. Discuss menstruation and menstrual cycle, and ovulation
4. Describe human reproduction

Time: 2 Hours

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Explain the anatomy of the internal and external female genital organs and their functions	60 minutes	<ul style="list-style-type: none"> * ♀ External Genital organs * ♀ Internal Genital organs 	* Working groups and group presentation	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart and markers 	* Describe the ♀ external and internal genital organs and their functions
Explain the anatomy of the internal and external male genital organs and their functions		<ul style="list-style-type: none"> * ♂ External Genital organs * ♂ Internal Genital organs 	* Working groups and group presentation		* Describe the ♂ external and internal genital organs and their functions
Discuss menstruation, menstrual cycle, and ovulation	30 minutes	* Menstruation, menstrual cycle, and ovulation.	* Brain Storming	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart and markers 	* Explain hormonal effects on menstruation and ovulation
Describe human reproduction	30 minutes	<ul style="list-style-type: none"> * Spermatogenesis * Fertilization * Implantation 	* Brain Storming	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart and markers 	<ul style="list-style-type: none"> * Describe how pregnancy occurred *

Day Two

Session One

Infection Prevention

Purpose of the session:

The purpose of this session is to provide facilitator with Competency Based Training (CBT) methodology that enables them to improve infection prevention competencies of participants. If the learning activities are implemented as designed, physician's knowledge, skills, and attitudes will be improved and they will attain a level of mastery in the skills and competencies required to perform infection prevention procedures that ensure provider's and client's safety.

Learning Objectives:

By the end of this session, trainees will be able to:

1. Discuss the importance of infection prevention
2. Explain infection prevention techniques
3. Practice proper hand washing techniques
4. Practice surgical hand washing
5. Explain types and uses of gloves

Time: 2 Hours

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Discuss the importance of infection prevention	15 minutes	* Importance of infection control	* Brain Storming	* Transparencences * Overhead projector * Flipchart and markers	* Advocate infection prevention precautions
List Infection prevention techniques	15 minutes	* Hand Hygiene, Personal Protective Equipment, Aseptic Techniques, Reprocessing of Medical Equipments, Environmental Cleaning, Medical Waste Management, and Facility requirements.	* Lecture with discussion	* Transparencences * Overhead projector * Flipchart and markers	* Define hand hygiene * List Self-reported factors for poor adherence with hand hygiene include: * List the two categories of Microbial Flora of the Skin * Explain the different hand washing technique
Practice proper hand washing techniques: * Routine hand washing * Antiseptic Hand Wash	50 minutes	* Microbial Flora of the Skin * Self-reported factors for poor adherence with hand hygiene * Hand Washing techniques.	* Lecture with discussion * Demonstration -re- demonstration	* Transparencences * Overhead projector * Flipchart and markers * Equipped IP area	* List the steps for proper hand washing

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Explain types and uses of gloves	40 minutes	<ul style="list-style-type: none"> * Types of gloves * General Indications for Gloves * Gloving tips * Steps for putting on surgical gloves * Steps for removing surgical gloves 	<ul style="list-style-type: none"> * Lecture with discussion * Demonstration -re-demonstration 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart and markers * Sample of all types of gloves 	<ul style="list-style-type: none"> * List types of gloves and the use of each type * List steps for putting and removing gloves * Put sterile gloves properly

Day Two

Session Two

Infection Prevention (Continued)

Purpose of the session:

The purpose of this session is to provide facilitator with Competency Based Training (CBT) methodology that enables them to improve infection prevention competencies of participants. If the learning activities are implemented as designed, physician's knowledge, skills, and attitudes will be improved and they will attain a level of mastery in the skills and competencies required to perform infection prevention procedures that ensure provider's and client's safety.

Learning Objectives:

By the end of this session, trainees will be able to:

1. Define infection Control terms
 - a. Decontamination
 - b. Cleaning
 - c. Disinfection
 - d. Disinfectant
 - e. Low level disinfectant (LLD)
 - f. Intermediate-level disinfectant (ILD)
 - g. High-level disinfectant (HLD)
 - h. Sterilant
2. Discuss the Spaulding classification for reprocessing contaminated medical devices
3. Discuss risks of infection from equipment and the relation between type of item & its decontamination
4. Define environmental Cleaning
5. Explain General Guidelines for environmental Cleaning
6. List types, preparation, and uses of different cleaning solutions and disinfectants
7. List cleaning supplies/equipment
8. Discuss waste management

Time: 2 Hours

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Define infection Control terms	10 minutes	* Definition of all infection control terms	* Lecture with discussion	* Transparences * Overhead projector * Flipchart	* Define all IC terms
Discuss the Spaulding classification for reprocessing contaminated medical devices	5 minutes	* Spaulding classification	* Lecture with discussion	* Transparences * Overhead projector * Flipchart	* List critical, semicritical, or non-critical devises
Discuss risks of infection from equipment and the relation between type of item & its decontamination	20 minutes	* Low risk (non-critical items) * Intermediate risk (semi-critical items) * High risk (critical items)	* Lecture with discussion	* Transparences * Overhead projector * Flipchart	* Classify items according to the risk of disseminating infections
Define environmental Cleaning	5 minutes	* Definition of environmental cleaning	* Lecture with discussion	* Transparences * Overhead projector * Flipchart	* Define environmental cleaning

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Explain General Guidelines for environmental Cleaning	20 minutes	<ul style="list-style-type: none"> * Cleaning Schedules * Protective Clothing for Cleaning * Cleaning Principles * Common Methods for Cleaning 	<ul style="list-style-type: none"> * Lecture with discussion 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Schedule cleaning * List protective clothing and cleaning methods * Explain cleaning principles
List types, preparation, and uses of different cleaning solutions and disinfectants	30 minutes	<ul style="list-style-type: none"> * Types, uses, and effectiveness of cleaning solutions <ol style="list-style-type: none"> 1. Alcohol 2. Chlorine-based disinfectants 3. Hydrogen peroxide * Preparation of different concentrations of Hypochlorite Solution 	<ul style="list-style-type: none"> * Lecture with discussion * Demonstration 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List types, preparation, and uses of different cleaning solutions and disinfectants

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
List cleaning supplies/equipment	10 minutes	<ul style="list-style-type: none"> * Cleaning supplies * Frequency of Cleaning * Cleaning up Spills 	* Lecture with discussion	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List cleaning supplies * Explain cleaning up spills
Discuss waste management	20 minutes	<ul style="list-style-type: none"> * Non-medical waste (or non-hazardous waste) * Medical waste (hazardous waste) * Infectious waste * Sharp waste * Steps of Medical-Waste Management: 	* Lecture with discussion	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Explain disposal of all wastes types

Day Two

Session Three

Infection Prevention (Continued)

Purpose of the session:

The purpose of this session is to provide facilitator with Competency Based Training (CBT) methodology. If the learning activities are implemented as designed, physicians will attain a level of mastery in the skills and competencies required to perform infection prevention procedures that ensure provider's and client's safety.

Learning Objectives:

By the end of this session, trainees will be able to:

1. Perform routine hand wash
2. Perform antiseptic hand wash
3. Perform surgical hand wash
4. Wear sterile gloves

See BLG 1. Infection Prevention

Time: 2 Hours

اليوم الثالث	الجلسة التدريبية الاولى الجلسة التدريبية الثانية الجلسة التدريبية الثالثة
* حركة المنتفعات وإستقبالهن * المشورة المتكاملة	

الغرض من الجلسة:

تهدف هذه الجلسة التدريبية إلى مساعدة المدربين والميسرين على توفير وصف دقيق للطرق التدريبية المناسبة والتي تمكنهم من إكساب المتدربين المهارات اللازمة لتسهيل حركة المنتفعات إستقبالهن وإكساب المتدربين المعلومات والمهارات والإتجاهات الضرورية لتقديم المشورة والإتصال بوضوح مع المستهدفين وتغيير بعض السلوكيات الخاطئة من خلال أنشطة المعلومات ، والتعليم ، والاتصال

الأهداف التعليمية:

بنهاية هذه الوحدة التدريبية سيصبح المشاركون قادراً على :

1. شرح مخططات حركة المنتفعات داخل الوحدة وإستقبالهن
2. تعريف المشورة وعملية الإتصال
3. مناقشة الأركان الرئيسية للمشورة
4. شرح دائرة الإتصال
5. ذكر طرق الإتصال اللفظي والغير لفظي
6. شرح المقومات الست لمشورة تنظيم الاسرة "مستخدم"
7. ذكر عوائق الاتصال
8. مناقشة صفات مقدمي المشورة الفعالة والمهارات الاساسية التي يجب أن يتحلون بها
9. ذكر المشاعر المختلفة التي قد تؤثر على المنتفعات أثناء المشورة
10. يذكر تعريف منظمة الصحة العالمية للصحة الإنجابية وعناصر الصحة الإنجابية
11. يفرق بين مفهوم النوع الاجتماعي ، و مفهوم الجنس
12. يناقش الممارسات والمعتقدات الخاطئة التي تنسم بالعنف والتي تؤثر على الصحة الإنجابية
13. يرد على الشائعات المتعلقة بخدمات تنظيم الاسرة والصحة الإنجابية بالطريقة العلمية السليمة
14. يستخدم المطبوعات والوسائل البصرية في المشورة بطريقة سليمة

الزمن: 6 ساعات

الهدف	الوقت	المحتوى العلمى	طرق التدريب	الموارد التدريبية	دليل الإجابة
شرح حركة المنتفعات داخل الوحدة	15 دقيقة	مخططات حركة المنتفعات فى وحدات تقديم الخدمة (منتفعة تنظيم أسرة جديدة – مترددة ، ومنتفعة صحة انجابية جديدة - مترددة)	* محاضرة نقاشية	* شفافات وجهاز عرض الشفافات * سبورة ورقية	* شرح مخططات حركة المنتفعات داخل الوحدة وإستقبالهن
	30		* تمثيل أدوار (1)	* مخطط استقبال المنتفعات	* شرح مخططات إستقبال المنتفعات داخل الوحدة
تعريف المشورة وعملية الإتصال	10 دقائق	* تعريف المشورة * تعريف الإتصال الشخصى	* عصف ذهن	* شفافات وجهاز عرض الشفافات * سبورة ورقية	* ذكر تعريف المشورة ، والإتصال الشخصى
مناقشة الأركان الرئيسية للمشورة	20 دقيقة	1. التخطيط الجيد 2. التنظيم 3. تحفيز وتوجيه المترددين على العيادة 4. الملاحظة والتغذية الراجعة	* عصف ذهن	* شفافات وجهاز عرض الشفافات * سبورة ورقية	* ذكر الاركان الرئيسية الأربعة للمشورة
شرح دائرة الإتصال	10 دقائق	* مرسل – مستقبل – رسالة – قناة اتصال - تغذية مرتدة	* محاضرة نقاشية	* شفافات وجهاز عرض الشفافات * سبورة ورقية	* ذكر مكونات دائرة الإتصال
ذكر طرق الإتصال اللفظى والغير لفظى	10 دقائق	طرق الإتصال اللفظى والغير لفظى	* عصف ذهن	* شفافات وجهاز عرض الشفافات * سبورة ورقية	* ذكر طرق الإتصال اللفظى ، والغير لفظى
شرح المقومات الست لمشورة تنظيم الاسرة "مستخدم"	30 دقيقة	"مستخدم"	* محاضرة * تمثيل أدوار	* شفافات وجهاز عرض الشفافات * سبورة ورقية	* ذكر خطوات "مستخدم" للمشورة

الهدف	الوقت	المحتوى العلمى	طرق التدريب	الموارد التدريبية	دليل الإجابة
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ذكر عوائق الاتصال	30 دقيقة	عوائق تتعلق بـ :- المرسل – المستقبل – الرسالة – قناة الإتصال - عدم استقبال التغذية الراجعة – البيئة وظروف الإتصال والمشورة	* مجموعات عمل	* شفافات وجهاز عرض الشفافات * سبورة ورقية	* شرح عوائق الإتصال
مناقشة صفات مقدمي المشورة الفعالة والمهارات الاساسية التي يجب أن يتحلون بها	25 دقيقة	* صفات مقدمي المشورة * المهارات الرئيسية في المشورة	* عصف ذهن	* شفافات وجهاز عرض الشفافات * سبورة ورقية	* ذكر صفات مقدمي المشورة * شرح المهارات الرئيسية في المشورة
ذكر المشاعر المختلفة التي قد تؤثر على المنتفعات أثناء المشورة	30 دقيقة	المشاعر * الخوف * الخجل * الغضب كيفية التعامل مع المشاعر	* مجموعات عمل	* شفافات وجهاز عرض الشفافات * سبورة ورقية	عرض كيفية التعامل مع: * الخوف (مجموعة 1) * الخجل (مجموعة 2) * الغضب (مجموعة 3)
يذكر تعريف منظمة الصحة العالمية للصحة الإنجابية وعناصر الصحة الإنجابية	15 دقيقة	* تعريف الصحة الإنجابية * عناصر الصحة الإنجابية	* محاضرة نقاشية	* شفافات وجهاز عرض الشفافات * سبورة ورقية	* ذكر تعريف الصحة الانجابية * ذكر مكونات الصحة الإنجابية
يفرق بين مفهوم النوع الاجتماعي ، و مفهوم الجنس	15 دقيقة	* مفهوم النوع الاجتماعي * مفهوم الجنس	* محاضرة نقاشية	* شفافات وجهاز عرض الشفافات * سبورة ورقية	* ذكر تعريف الصحة الانجابية * ذكر مكونات الصحة الإنجابية

الهدف	الوقت	المحتوى العلمى	طرق التدريب	الموارد التدريبية	دليل الإجابة
يذكر تعريف منظمة الصحة العالمية للصحة الإنجابية وعناصر الصحة الإنجابية	15 دقيقة	* تعريف الصحة الإنجابية * عناصر الصحة الإنجابية	* محاضرة * نقاشية	* شفافات وجهاز عرض الشفافات * سبورة ورقية	* ذكر تعريف الصحة الإنجابية * ذكر مكونات الصحة الإنجابية
يفرق بين مفهوم النوع الاجتماعى ، و مفهوم الجنس	15 دقيقة	* مفهوم النوع الاجتماعى * مفهوم الجنس	* محاضرة * نقاشية	* شفافات وجهاز عرض الشفافات * سبورة ورقية	* ذكر تعريف الصحة الإنجابية * ذكر مكونات الصحة الإنجابية
يناقش الممارسات والمعتقدات الخاطئة التى تتسم بالعنف والتى تؤثر على الصحة الإنجابية	45 دقيقة	* التفريق بين الجنسين * ختان الإناث * العقم * التهابات الجهاز الإنجابي والأمراض المنقولة عن طريق الجنس * ممارسة العنف ضد النساء * الإجهاض * مشاكل ما بعد سن الإنجاب	* محاضرة * نقاشية	* شفافات وجهاز عرض الشفافات * سبورة ورقية	* ذكر الممارسات التى تتسم بالعنف ضد الإناث * شرح مضاعفات الختان * تحديد دور كلا من الرجل والمرأة فى:- 1. العقم 2. التهابات الجهاز الإنجابي 3. الإجهاض 4. مشاكل ما بعد سن الإنجاب

الهدف	الوقت	المحتوى العلمى	طرق التدريب	الموارد التدريبية	دليل الإجابة
يرد على الشائعات المتعلقة بخدمات تنظيم الاسرة والصحة الإنجابية بالطريقة العلمية	45 دقيقة	* الشائعات المتعلقة بخدمات تنظيم الاسرة والصحة الإنجابية بالطريقة العلمية	* عصف ذهن * مجموعات عمل	* شفافات وجهاز عرض الشفافات * سبورة ورقية	* الشائعات المتعلقة بخدمات تنظيم الاسرة والصحة الإنجابية

* تمثيل أدوار (1)

1. توزع على المشاركين نسخ من Reception of Clients Flowchart
2. يقوم احد المتدربين أو المتدربات بتمثيل دور منتفعة توجهت إلى وحدة تقديم الخدمة للإستفسار عن تطعيم ابنتها البالغة من العمر سنتان ضمن فعاليات الحملة القومية للتطعيمات.
3. قوم احد المتدربين أو المتدربات بتمثيل دور مقدم الخدمة الذى يستقبل المنتفعات
4. يجرى مقدم الخدمة الحوار المدرج ضمن Reception of Clients Flowchart مع المنتفعة
5. يراجع باقى المشاركين الحوار بواسطة Reception of Clients Flowchart
6. يوضح المشاركون نقاط القوة ونقاط الضعف بعد كل تمثيل أدوار ثم يعلق المدرب على أداء تمثيل الادوار

Day Four

Session One

Contraceptive Technology

Purpose of the session:

The purpose of this session is to provide participants the necessary and basic knowledge about the family planning methods in order to enable them to provide method specific counseling to clients as well as providing FP services that based on voluntary informed choice of contraceptive methods.

Learning Objectives:

By the end of this session, trainees will be able to:

1. Define WHO Medical Eligibility Criteria for starting contraceptive methods
2. Assess women situation as regard pregnancy
3. Describe GATHER, a framework for integrated counseling
4. Promote Optimal Birth Spacing Interval

Time: 2 hours

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Define WHO Medical Eligibility Criteria for starting contraceptive methods	30 minutes	* WHO Medical Eligibility Criteria for starting contraceptive methods	* Lecture with discussion * Case studies	* Transparencies * Overhead projector * Flipchart	* List the 4 WHO Categories related to the use of FP methods
Assess women situation as regard pregnancy	30 minutes	* Ensuring the client is not pregnant * Symptoms of pregnancy	* Working group	* Transparencies * Overhead projector * Flipchart	* List symptoms of pregnancy * List the six conditions that if any one of them exist, provider is reasonably sure that the women is not pregnant
Describe GATHER, a framework for integrated counseling	30 minutes	* GATHER	* Lecture * Role play	* Transparencies * Overhead projector * Flipchart	* Explain what GATHER outstands to
Promote Optimal Birth Spacing Interval	30 minutes	* OBSI	* Working groups and groups presentations	* Transparencies * Overhead projector * Flipchart	* OBSI * Benefits to children * Benefits to mothers

Day Four

Session Two

Contraceptive Technology (Oral Contraceptive Pills)

Purpose of the session:

The purpose of this session is to provide participants the necessary and basic knowledge about the family planning methods in order to enable them to provide method specific counseling to clients as well as providing FP services that based on voluntary informed choice of contraceptive methods.

Session objectives:

By the end of this session, trainees will be able to:

1. Provide FP methods specific counseling for COC and Progestine Only Pills methods that includes:
 - a. What is the method?
 - b. How does it work?
 - c. How effective is it?
 - d. How it is used?
 - e. Advantages
 - f. Disadvantages
 - g. Possible side effects
 - h. Reasons to come back to the clinic
 - i. Follow-up
 - j. Cost
2. Review WHO Medical Eligibility Criteria for starting contraceptive pills
3. Discuss clinical and technical procedures for starting pills

Time: 2 hours

Oral Contraceptives

Combined Oral Contraceptive Pills (COCs)

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Provide methods specific counseling for COC that includes: <ul style="list-style-type: none"> * Explain what is COC? * Explain mode of action of COCs? * Discuss effectiveness of COCs * How it is used? * Advantages * Disadvantages * Possible side effects * Reasons to come back to the clinic * Follow-up * Cost 	20 minutes	<ul style="list-style-type: none"> * Hormonal composition, mode of action, effectiveness, method use, advantages, disadvantages, possible side effects, reasons to come back to the clinic, follow-up schedule, and Cost 	<ul style="list-style-type: none"> * Brain storming 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Provide COCs method specific counseling
Review WHO Medical Eligibility Criteria for starting COCs	20 minutes	<ul style="list-style-type: none"> * Category 4 and 3 WHO Medical Eligibility Criteria for starting COCs 	<ul style="list-style-type: none"> * Reading and discussion 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List 4 conditions under Category 4, and 4 under category 3 WHO Medical Eligibility Criteria for starting COCs

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Discuss clinical and technical procedures	20 minutes	<ul style="list-style-type: none"> * The physical examination will include, but not be limited to: * Follow-up Procedure 	<ul style="list-style-type: none"> * Brain storming 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List the necessary physical examination steps * Explain follow-up schedule

Progestin-Only- Contraceptive Pills (POPs)

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Provide FP methods specific counseling for POPs that includes: <ul style="list-style-type: none"> * Explain what is POP? * Explain mode of action of POP? * Discuss effectiveness of POPs * How it is used? * Advantages * Disadvantages * Possible side effects * Reasons to come back to the clinic * Follow-up * Cost 	20 minutes	<ul style="list-style-type: none"> * Hormonal composition, mode of action, effectiveness, method use, advantages, disadvantages, possible side effects, reasons to come back to the clinic, follow-up schedule, and Cost 	<ul style="list-style-type: none"> * Brain storming 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Provide POP method specific counseling

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Review WHO Medical Eligibility Criteria for starting POPs	20 minutes	<ul style="list-style-type: none"> * Category 4 and 3 WHO Medical Eligibility Criteria for starting POPs 	<ul style="list-style-type: none"> * Reading and discussion 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List 3 conditions under Category 4, and 4 under category 3 WHO Medical Eligibility Criteria for starting POPs
Discuss clinical and technical procedures	20 minutes	<ul style="list-style-type: none"> * The physical examination will include, but not be limited to: * Follow-up Procedure 	<ul style="list-style-type: none"> * Brain storming 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List the necessary physical examination steps * Explain follow-up schedule

Day Four

Session Three

Contraceptive Technology (Injectables)

Purpose of the session:

The purpose of this session is to provide participants the necessary and basic knowledge about the contraceptive injectables that are available in the Egyptian market (public and private) in order to enable them to provide method specific counseling to clients as well as providing FP services that based on voluntary informed choice of contraceptive methods.

Session objectives:

By the end of this session, trainees will be able to:

1. Provide FP methods specific counseling for Injectables that includes:
 - a. What is the method?
 - b. How does it work?
 - c. How effective is it?
 - d. How it is used?
 - e. Advantages
 - f. Disadvantages
 - g. Possible side effects
 - h. Reasons to come back to the clinic
 - i. Follow-up
 - j. Cost
2. Review WHO Medical Eligibility Criteria for starting contraceptive injectables
3. Discuss clinical and technical procedures for contraceptive injectables

Time: 2 hours

Injectables

Depo-Provera (DMPA)

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Provide FP methods specific counseling for DMPA Injectable that includes: <ul style="list-style-type: none"> * Explain what is DMPA? * Explain mode of action of DMPA? * Discuss effectiveness of DMPA * How it is used? * Advantages * Disadvantages * Possible side effects * Reasons to come back to the clinic * Follow-up * Cost 	20 minutes	<ul style="list-style-type: none"> * Hormonal composition, mode of action, effectiveness, method use, advantages, disadvantages, possible side effects, reasons to come back to the clinic, follow-up schedule, and Cost 	<ul style="list-style-type: none"> * Brain storming 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Provide DMPA method specific counseling
Review WHO Medical Eligibility Criteria for starting DMPA	20 minutes	<ul style="list-style-type: none"> * Category 4 and 3 WHO Medical Eligibility Criteria for starting DMPA 	<ul style="list-style-type: none"> * Reading and discussion 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List 3 conditions under Category 4, and 4 under category 3 WHO Medical Eligibility Criteria for starting DMPA

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Discuss clinical and technical procedures	20 minutes	<ul style="list-style-type: none"> * The physical examination will include, but not be limited to: * Follow-up Procedure 	<ul style="list-style-type: none"> * Brain storming 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List the necessary physical examination steps * Explain follow-up schedule

Once-A-Month Injectables

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Provide FP methods specific counseling for once-a-month Injectables that includes:					
<ul style="list-style-type: none"> * Explain what are once-a-month injectables? * Explain mode of action of once-a-month injectables? * Discuss effectiveness of once-a-month injectables * How it is used? * Advantages * Disadvantages * Possible side effects * Reasons to come back to the clinic * Follow-up * Cost 	20 minutes	<ul style="list-style-type: none"> * Hormonal composition, mode of action, effectiveness, method use, advantages, disadvantages, possible side effects, reasons to come back to the clinic, follow-up schedule, and Cost 	<ul style="list-style-type: none"> * Brain storming 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Provide once-a-month injectables method specific counseling
Review WHO Medical Eligibility Criteria for starting once-a-month injectables	20 minutes	<ul style="list-style-type: none"> * Category 4 and 3 WHO Medical Eligibility Criteria for starting once-a-month injectables 	<ul style="list-style-type: none"> * Reading and discussion 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List 3 conditions under Category 4, and 4 under category 3 WHO Medical Eligibility Criteria for starting once-a-month injectables

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Discuss clinical and technical procedures	20 minutes	<ul style="list-style-type: none"> * The physical examination will include, but not be limited to: * Follow-up Procedure 	<ul style="list-style-type: none"> * Brain storming 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List the necessary physical examination steps * Explain follow-up schedule

Day Five

Session One

Contraceptive Technology (Subdermal Implants and Intra Uterine Devices)

Purpose of the session:

The purpose of this session is to provide participants the necessary and basic knowledge about the family Subdermal implants and IUDs in order to enable them to provide method specific counseling to clients as well as providing FP services that based on voluntary informed choice of contraceptive methods.

Session objectives:

By the end of this session, trainees will be able to:

1. Provide FP methods specific counseling for COC, POPs, Injectables, Subdermal Implants, IUDs, Natural methods, and Barrier methods that includes:
 - a. What is the method?
 - b. How does it work?
 - c. How effective is it?
 - d. How it is used?
 - e. Advantages
 - f. Disadvantages
 - g. Possible side effects
 - h. Reasons to come back to the clinic
 - i. Follow-up
 - j. Cost
2. Review WHO Medical Eligibility Criteria for starting contraceptive methods
3. Discuss clinical and technical procedures

Time: 2 hours

Contraceptive Subdermal Implants

Norplant and Implanon

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Provide FP methods specific counseling for Subdermal implants (Norplant and Implanon) that includes: <ul style="list-style-type: none"> * Explain what are subdermal implants? * Explain mode of action of subdermal implants? * Discuss effectiveness of Subdermal implants * How it is used? * Advantages * Disadvantages * Possible side effects * Reasons to come back to the clinic * Follow-up * Cost 	10 minutes	<ul style="list-style-type: none"> * Hormonal composition, mode of action, effectiveness, method use, advantages, disadvantages, possible side effects, reasons to come back to the clinic, follow-up schedule, and Cost 	<ul style="list-style-type: none"> * Lecture 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Provide Subdermal implants method specific counseling
Review WHO Medical Eligibility Criteria for starting Subdermal implants	10 minutes	<ul style="list-style-type: none"> * Category 4 and 3 WHO Medical Eligibility Criteria for starting once-a-month injectables 	<ul style="list-style-type: none"> * Reading and discussion 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List 3 conditions under Category 4, and 4 under category 3 WHO Medical Eligibility Criteria for starting Subdermal implants

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Discuss clinical and technical procedures	10 minutes	<ul style="list-style-type: none"> * The physical examination will include, but not be limited to: * Follow-up Procedure 	<ul style="list-style-type: none"> * Brain storming 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List the necessary physical examination steps * Explain follow-up schedule
Explain insertion and removal techniques	10 minutes	<ul style="list-style-type: none"> * Insertion and removal techniques 	<ul style="list-style-type: none"> * Lecture with discussion 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List steps for insertion and removal of Subdermal implants

IUDs

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Provide FP methods specific counseling for Subdermal implants (Norplant and Implanon) that includes: <ul style="list-style-type: none"> * Explain what are IUDs? * Explain mode of action of IUDs? * Discuss effectiveness of IUDs * How it is used? * Advantages * Disadvantages * Possible side effects * Reasons to come back to the clinic * Follow-up * Cost 	20 minutes	<ul style="list-style-type: none"> * Hormonal composition, mode of action, effectiveness, method use, advantages, disadvantages, possible side effects, reasons to come back to the clinic, follow-up schedule, and Cost 	<ul style="list-style-type: none"> * Lecture 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Provide Subdermal implants method specific counseling
Review WHO Medical Eligibility Criteria for starting Subdermal implants	20 minutes	<ul style="list-style-type: none"> * Category 4 and 3 WHO Medical Eligibility Criteria for starting IUDs 	<ul style="list-style-type: none"> * Reading and discussion 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List 3 conditions under Category 4, and 4 under category 3 WHO Medical Eligibility Criteria for starting IUDs

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Discuss clinical and technical procedures	40 minutes	<ul style="list-style-type: none"> * The physical examination will include, but not be limited to: * Follow-up Procedure * Post Partum IUD insertion 	<ul style="list-style-type: none"> * Brain storming 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List the necessary physical examination steps * Explain follow-up schedule

Day Five

Session Two

Contraceptive Technology (Condom, Diaphragm, Spermicides, LAM, Voluntary Tubal Ligation for Medical Indication, and Natural methods)

Purpose of the session:

The purpose of this session is to provide participants the necessary and basic knowledge about the family planning methods (Condom, Diaphragm, Spermicides, LAM, Voluntary Tubal Ligation for Medical Indication, Natural methods) in order to enable them to provide method specific counseling to clients as well as providing FP services that based on voluntary informed choice of contraceptive methods.

Session objectives:

By the end of this session, trainees will be able to:

1. Provide FP methods specific counseling for COC, POPs, Injectables, Subdermal Implants, IUDs, Natural methods, and Barrier methods that includes:
 - a. What is the method?
 - b. How does it work?
 - c. How effective is it?
 - d. How it is used?
 - e. Advantages
 - f. Disadvantages
 - g. Possible side effects
 - h. Reasons to come back to the clinic
 - i. Follow-up
 - j. Cost
2. Review WHO Medical Eligibility Criteria for starting contraceptive methods
3. Discuss clinical and technical procedures
4. Discuss Emergency Contraception

Time: 2 hours

Condom

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Provide FP methods specific counseling for Condom that includes: <ul style="list-style-type: none"> * Explain what are Condom? * Explain mode of action of Condom? * Discuss effectiveness of Condom * How it is used? * Advantages * Disadvantages * Possible side effects * Reasons to come back to the clinic * Follow-up * Cost 	5 minutes	<ul style="list-style-type: none"> * Mode of action, effectiveness, method use, advantages, disadvantages, possible side effects, reasons to come back to the clinic, follow-up schedule, and Cost 	<ul style="list-style-type: none"> * Lecture 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Provide condom specific counseling
Review WHO Medical Eligibility Criteria for starting condom	5 minutes	<ul style="list-style-type: none"> * Category 4 and 3 WHO Medical Eligibility Criteria for starting Condom 	<ul style="list-style-type: none"> * Reading and discussion 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Understand that no restrictions on using condom

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Discuss clinical and technical procedures	5 minutes	<ul style="list-style-type: none"> * The physical examination will include, but not be limited to: * Follow-up Procedure 	<ul style="list-style-type: none"> * Brain storming 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List the necessary physical examination steps * Explain follow-up schedule

Diaphragm

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Provide FP methods specific counseling for Diaphragm that includes: <ul style="list-style-type: none"> * Explain what are Diaphragm? * Explain mode of action of Diaphragm? * Discuss effectiveness of Diaphragm * How it is used? * Advantages * Disadvantages * Possible side effects * Reasons to come back to the clinic * Follow-up * Cost 	5 minutes	<ul style="list-style-type: none"> * Mode of action, effectiveness, method use, advantages, disadvantages, possible side effects, reasons to come back to the clinic, follow-up schedule, and Cost 	<ul style="list-style-type: none"> * Lecture 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Provide condom specific counseling
Review WHO Medical Eligibility Criteria for starting Diaphragm	5 minutes	<ul style="list-style-type: none"> * Category 4 and 3 WHO Medical Eligibility Criteria for starting Diaphragm 	<ul style="list-style-type: none"> * Reading and discussion 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List 2 conditions under Category 4 WHO Medical Eligibility Criteria for starting Diaphragm

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Discuss clinical and technical procedures	5 minutes	<ul style="list-style-type: none"> * The physical examination will include, but not be limited to: * Follow-up Procedure 	<ul style="list-style-type: none"> * Brain storming 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List the necessary physical examination steps * Explain follow-up schedule

Spermicides (contraceptive foam, foaming tablets, creams)

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Provide FP methods specific counseling for Spermicides that includes: <ul style="list-style-type: none"> * Explain what are Spermicides? * Explain mode of action of Spermicides? * Discuss effectiveness of Spermicides * How it is used? * Advantages * Disadvantages * Possible side effects * Reasons to come back to the clinic * Follow-up * Cost 	5 minutes	<ul style="list-style-type: none"> * Mode of action, effectiveness, method use, advantages, disadvantages, possible side effects, reasons to come back to the clinic, follow-up schedule, and Cost 	<ul style="list-style-type: none"> * Lecture 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Provide condom specific counseling
Review WHO Medical Eligibility Criteria for starting Spermicides	5 minutes	<ul style="list-style-type: none"> * Category 4 and 3 WHO Medical Eligibility Criteria for starting Spermicides 	<ul style="list-style-type: none"> * Reading and discussion 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List 3 conditions under Category 4 WHO Medical Eligibility Criteria for starting Spermicides

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Discuss clinical and technical procedures	5 minutes	<ul style="list-style-type: none"> * The physical examination will include, but not be limited to: * Follow-up Procedure 	<ul style="list-style-type: none"> * Brain storming 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List the necessary physical examination steps * Explain follow-up schedule

Lactational Amenorrhea method, LAM (breastfeeding)

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Provide FP methods specific counseling for Lactational Amenorrhea method, LAM (breastfeeding) that includes: <ul style="list-style-type: none"> * Explain what are LAM? * Explain mode of action of LAM? * Discuss effectiveness of Condom * How it is used? * Advantages * Disadvantages * Possible side effects * Reasons to come back to the clinic * Follow-up * Cost 	5 minutes	<ul style="list-style-type: none"> * Mode of action, effectiveness, method use, advantages, disadvantages, possible side effects, reasons to come back to the clinic, follow-up schedule, and Cost 	* Lecture	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	* Provide condom specific counseling
Review WHO Medical Eligibility Criteria for starting Lactational Amenorrhea method, LAM (breastfeeding)	5 minutes	<ul style="list-style-type: none"> * Category 4 and 3 WHO Medical Eligibility Criteria for starting Lactational Amenorrhea method, LAM (breastfeeding) 	* Reading and discussion	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	* List 3 conditions under Category 4 WHO Medical Eligibility Criteria for starting Lactational Amenorrhea method, LAM (breastfeeding)

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Discuss clinical and technical procedures	5 minutes	<ul style="list-style-type: none"> * The physical examination will include, but not be limited to: * Follow-up Procedure 	<ul style="list-style-type: none"> * Brain storming 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List the necessary physical examination steps * Explain follow-up schedule
List the important three requisites for LAM to be effective	5 minutes	<ul style="list-style-type: none"> * The important requisites for LAM to be effective 	<ul style="list-style-type: none"> * Group discussion 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List the important three requisites for LAM to be effective

Voluntary Tubal Ligation for Medical Indication

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Provide FP methods specific counseling for Abstinences that includes: <ul style="list-style-type: none"> * Explain what are Abstinences? * Explain mode of action of Abstinences? * Discuss effectiveness of condom * How it is used? * Advantages * Disadvantages * Possible side effects * Reasons to come back to the clinic * Follow-up * Cost 	5 minutes	<ul style="list-style-type: none"> * Mode of action, effectiveness, method use, advantages, disadvantages, possible side effects, reasons to come back to the clinic, follow-up schedule, and Cost 	<ul style="list-style-type: none"> * Lecture 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Provide Abstinences specific counseling
Discuss clinical and technical procedures for LAM clients	5 minutes	<ul style="list-style-type: none"> * The physical examination will include, but not be limited to: * Follow-up Procedure 	<ul style="list-style-type: none"> * Brain storming 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List the necessary physical examination steps * Explain follow-up schedule

Abstinences, Coitus Interrupts, and Fertility Awareness Methods

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Provide FP methods specific counseling for Abstinences, Coitus Interrupts, and Fertility Awareness Methods that includes: <ul style="list-style-type: none"> * Explain what is Abstinences? * Explain mode of action of Abstinences? * Discuss effectiveness of condom * How it is used? * Advantages * Disadvantages * Possible side effects * Reasons to come back to the clinic * Follow-up * Cost 	10 minutes	<ul style="list-style-type: none"> * Mode of action, effectiveness, method use, advantages, disadvantages, possible side effects, reasons to come back to the clinic, follow-up schedule, and Cost 	<ul style="list-style-type: none"> * Lecture 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Inform clients about Abstinences, Coitus Interrupts, and Fertility Awareness Methods
Discuss clinical and technical procedures	5 minutes	<ul style="list-style-type: none"> * The physical examination will include, but not be limited to: * Follow-up Procedure 	<ul style="list-style-type: none"> * Brain storming 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List the necessary physical examination steps * Explain follow-up schedule

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Discuss Emergency Contraception	30 minutes	<ul style="list-style-type: none"> * Counseling and Key Counseling Topics for Emergency Contraception * Clinical and Technical Procedures * Contraceptive Pills for Emergency Contraception * IUDs for Emergency Contraception 	<ul style="list-style-type: none"> * Lecture with discussion 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Provide emergency contraception counseling and services

Day Five

Session Three

General Integrated Counseling (Role Play)

Purpose of the session:

The purpose of this session is to provide facilitator with Competency Based Training (CBT) methodology. If the learning activities are implemented as designed, physicians will attain a level of mastery in the skills and competencies required to proper information, education, and communication with patients and clients. Special emphasize will be given to men counseling

Learning Objectives:

By the end of this session, trainees will be able to:

1. Perform Counseling to patient/clients

Time: 2 hours

See BLG 2. FP/RH/MCH Clint's Information, Education and Communication

Day Six

Session One

Session Two

Session Three

**Client's/patient's Clinical Assessment
IUD Insertion/Removal**

Purpose of the session:

The purpose of this session is to provide facilitator with Competency Based Training (CBT) methodology. If the learning activities are implemented as designed, physicians will attain a level of mastery in the skills and competencies required to proper clinical examination of patients and clients.

Learning Objectives:

By the end of this session, trainees will be able to:

Perform Clinical Examination to patient/clients

Time: 2 hours

BLG 3. Client's/Patient's Clinical Assessment

BLG 4. IUDs Insertion / Removal

Day Seven	Session One
	Session Two
	Session Three
Client's/patient's Clinical Assessment IUD Insertion/Removal	

Purpose of the session:

The purpose of this session is to provide facilitator with Competency Based Training (CBT) methodology. If the learning activities are implemented as designed, physicians will attain a level of mastery in the skills and competencies required to proper clinical assessment of patients and clients.

Learning Objectives:

By the end of this session, trainees will be able to:

1. Perform Client's Patient's Clinical Assessment

Time: 2 hours

BLG 3. Client's Patient's Clinical Assessment

Day Eight

Session One

Reproductive Health Services, and Adolescent Health promotion

Purpose of the session:

The purpose of this session is to provide facilitator with Competency Based Training (CBT) methodology. If the learning activities are implemented as designed, physicians will attain a level of mastery in the knowledge and skills that enable them to disseminate messages and provide services related the RH especially to youth.

Learning Objectives:

By the end of this session, trainees will be able to:

1. Discuss the concepts of reproductive health and reproductive rights
2. Promote adolescent health
3. Explain Pre-Marital package

Time: 2 hours

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Discuss the concepts of reproductive health and rights	20 minutes	<ul style="list-style-type: none"> * Gender issues * Men reproductive health needs * Men role in the health of women and children 	<ul style="list-style-type: none"> * Lecture with discussion 	<ul style="list-style-type: none"> * Transparencences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Differentiate between gender and sex * Discuss male role in RH
Promote adolescent health	40 minutes	<ul style="list-style-type: none"> * Nutritional Education and Counseling * Micro-nutrient Supplementation and iron decency * Smoking 	<ul style="list-style-type: none"> * Lecture with discussion 	<ul style="list-style-type: none"> * Transparencences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Explain Dietary Guidelines * Discuss Nutritional counseling strategies for adolescents * List the Nutrient Requirements of Healthy Adolescents * List dangerous of tobacco use

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Explain Pre-Marital package	60 minutes	<ul style="list-style-type: none"> * Premarital Counseling * Premarital Services * Premarital Examination * Premarital Investigations * Premarital Immunization 	<ul style="list-style-type: none"> * Working Groups 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List the necessary information that should be disseminated during pre-marital counseling * List the services that had an impact on the marital life * Explain the importance of vaccination against Rubella and hepatitis

Day Eight

Session Two

Reproductive Tract Infections (RTIs) and Sexually Transmitted Diseases (STDs)

Purpose of the session:

The purpose of this session is to provide facilitator with Competency Based Training (CBT) methodology. If the learning activities are implemented as designed, physicians will attain a level of mastery in the knowledge and skills that enable them to disseminate messages and provide services related the RTIs and STDs.

Learning Objectives:

By the end of this session, trainees will be able to:

1. Discuss the definition and terminology of RTIs and STDs
2. Classify RTIs
3. Disseminate educational message to target patient/clients about RTIs/STDs
4. List the steps of syndromic management approach
5. Assess vaginal discharge
6. Discuss the management of RTIs and STDs

Time: 2 hours

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Discuss the definition and terminology of RTIs and STDs	10 minutes	<ul style="list-style-type: none"> * Definition and terminology of RTIs and STDs 	<ul style="list-style-type: none"> * Lecture with discussion 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Explain the terms RTIs. GTIs. And STDs
Classify RTIs	10 minutes	<ul style="list-style-type: none"> * Endogenous * Pregnancy related * Iatrogenic * Sexually transmitted 	<ul style="list-style-type: none"> * Lecture with discussion 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Classify RTIs
Disseminate educational message to target patient/clients about RTIs/STDs	20 minutes	<ul style="list-style-type: none"> * Reproductive Tract Infections (RTIs) education 	<ul style="list-style-type: none"> * Lecture * Role play 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List the RTIs and STDs symptoms * Promote male participation in management of RTIs and STDs

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
List the steps of syndromic management approach	20 minutes	<ul style="list-style-type: none"> * Record patient/client history in the file * Examination * Counseling * Treatment 	<ul style="list-style-type: none"> * Brain storming 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Explain steps at syndromic approach
Assess vaginal discharge	10	<ul style="list-style-type: none"> * Vaginal discharge table 	<ul style="list-style-type: none"> * Brain storming 	<ul style="list-style-type: none"> * Transparencies * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Differentiate between: Candida Albicans, Bacterial Vaginosis, Trichomoniasis, and acute cervicitis

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Discuss the management of RTIs and STDs	50 minutes	* Management of RTIs and STDs	* Brain storming	* Transparencies * Overhead projector * Flipchart	* Explain the management of: Candida Albicans, Bacterial Vaginosis, Trichomoniasis, acute cervicitis, urethritis, non-gonorrheal urethritis, genital sores, Herpes simplex, Chancroid, and syphilis

Day Eight

Session Three

Female Genital Cutting (FGC), Menopause and Hormone Replacement Therapy (HRT), and Management of Infertility

Purpose of the session:

The purpose of this session is to provide physicians with knowledge and attitudes that enable them to master the knowledge and skills necessary to disseminate messages and provide services related the FGC, menopause and HRT, and manager infertility cases

Learning Objectives:

By the end of this session, trainees will be able to:

1. Explain the procedure and grades of FGC
2. Explain the complications of FGC
3. Combat Female Genital Cutting (FGC)
4. Define menopause
5. Discuss management of menopause
6. Define Infertility
7. Discuss management of Infertile couple

Time: 2 hours

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Explain the procedure and grades of FGC	10 minutes	<ul style="list-style-type: none"> * Who perform FGC * FGC as a violence against girls * Epidemiology and Grades of FGC 	<ul style="list-style-type: none"> * Brain storming 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Explain the terms RTIs. GTIs. And STDs
Explain the complications of FGC	10 minutes	<ul style="list-style-type: none"> * Endogenous * Pregnancy related * Iatrogenic * Sexually transmitted 	<ul style="list-style-type: none"> * Lecture with discussion 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Classify RTIs
Combat Female Genital Cutting (FGC)	30 minutes	<ul style="list-style-type: none"> * Reproductive Tract Infections (RTIs) education 	<ul style="list-style-type: none"> * Working groups and presentation 	<ul style="list-style-type: none"> * Flipchart 	<ul style="list-style-type: none"> * Present a talk combating FGC

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Define menopause	10 minutes	* Menopause definition	* Brain storming	* Transparencies * Overhead projector * Flipchart	* Define menopause
Discuss management of menopause	10	* Counseling * Clinical procedures	* Lecture	* Transparencies * Overhead projector * Flipchart	* Explain the management of menopause
Define Infertility	10 minutes	* Infertility definitions	* Brain storming	* Transparencies * Overhead projector * Flipchart	* Define infertility
Discuss management of Infertile couple	40 minutes	* Principles of management of the infertile couple * Approach to the infertile couple * Clinical procedures with the infertile couple	*	*	*

Day Nine

Session One

Client's/Patient's Clinical Assessment

Purpose of the session:

The purpose of this session is to provide facilitator with Competency Based Training (CBT) methodology. If the learning activities are implemented as designed, physicians will attain a level of mastery in the skills and competencies required to proper clinical assessment of patients and clients.

Learning Objectives:

By the end of this session, trainees will be able to:

1. Perform Client's Patient's Clinical Assessment

Time: 2 hours

BLG 3. Client's Patient's Clinical Assessment

Day Nine

Session Two

Client's/Patient's Clinical Assessment

Purpose of the session:

The purpose of this session is to provide facilitator with Competency Based Training (CBT) methodology. If the learning activities are implemented as designed, physicians will attain a level of mastery in the skills and competencies required to proper clinical assessment of patients and clients.

Learning Objectives:

By the end of this session, trainees will be able to:

1. Perform Client's Patient's Clinical Assessment

Time: 2 hours

BLG 3. Client's Patient's Clinical Assessment

Day Nine

Session Three

Early Detection of Breast and Cervical Cancers Post Abortion Care and Contraception

Purpose of the session:

The purpose of this session is to provide physicians with competences, knowledge, and attitudes that are necessary for providing curative and preventive health services as well as promoting and educating breast examination and care for the post partum and post abortion women.

Learning Objectives:

By the end of this session, trainees will be able to:

1. Discuss patient/client breast examination
2. Educate breast-self-examination to patients and clients
3. Explain screening for cervical cancer
4. Explain types of abortion
5. Discuss signs of abortion
6. Provide FP counseling following post abortion treatment
7. List post abortion warning signs
8. Administer post test

Time: 2 hours

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Discuss clinical procedures for patient/client breast examination	20 minutes	<ul style="list-style-type: none"> * Approach to the patient/client * Create medical record * Inspection * Palpation 	<ul style="list-style-type: none"> * Brain storming 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Explain the procedures for breast examination
Educate breast-self-examination to patients and clients	20 minutes	<ul style="list-style-type: none"> * Breast self examination procedures 	<ul style="list-style-type: none"> * Lecture with discussion 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List breast self examination steps
Explain the procedure for screening for cervical cancer	20 minutes	<ul style="list-style-type: none"> * Create medical record * Inspection * Procedure for cervical inspection 	<ul style="list-style-type: none"> * Lecture 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * List the steps for cervical inspection
Explain types of abortion	10 minutes	<ul style="list-style-type: none"> * Types of abortion 1. Spontaneous 2. Induced 	<ul style="list-style-type: none"> * Lecture with discussion 	<ul style="list-style-type: none"> * Transparences * Overhead projector * Flipchart 	<ul style="list-style-type: none"> * Define spontaneous and induced abortion

Session objectives	Time	Scientific contents	Training Methodology	Trainer's Resources	Evidence of Mastery
Discuss signs of abortion	10 minutes	* Signs of abortion	* Brain storming	* Transparences * Overhead projector * Flipchart	* Define menopause
Provide FP counseling following post abortion treatment	20 minutes	* FP counseling following post abortion treatment	* Lecture	* Transparences * Overhead projector * Flipchart	* Appreciate post abortion FP counseling
List post abortion warning signs	20 minutes	* Post abortion warning signs	* Brain storming	* Transparences * Overhead projector * Flipchart	* List post abortion warning signs